

 <p>Bicol University Legazpi City</p>		<b>Course Code and Title:</b>	EDUC 12- Field Study 1- Observations of Teaching-Learning in Actual School Environment		
		<b>Term:</b>	1 <sup>ST</sup> Semester SY, 2022-2023		<b>Course Schedule</b>
		<b>Revision Date:</b>	August 10, 2022		<b>Co-requisite/s</b>
		<b>Credit:</b>	3 units		<b>Pre-requisite/s</b>
		<b>Course Placement:</b>	4 <sup>TH</sup> year of BSED Major in English		<b>Type pf Course</b>
<b>College:</b>	POLANGUI CAMPUS	<b>Faculty:</b>	Evelyn R.. Alba	<b>Consultation Hours:</b>	Sat-1:00 to 3:00
<b>Department:</b>	Teacher Education	<b>Contact Details:</b>	evelyn.alba.31@gmail.com	<b>Dean:</b>	Dr. Mary Joy B. Catangui
<b>Program:</b>	Bachelor of Secondary Education Major in English	<b>Department Chair:</b>	Ma. Saleste D. San Pablo		
<b>Vision:</b>	A world-class university producing leaders and change agents for social transformation and development	<b>Core Values:</b>	Scholarship, Leadership, Character, Service		
<b>Mission:</b>	Give professional and technical training, and provide advanced and specialized instruction in literature, philosophy, the sciences, and arts besides providing for the promotion of scientific and technological researches (RA5521, Section 3.0)	<b>Quality Policy:</b>	Scholarship, Leadership, Character, Service Bicol University commits to continually strive for excellence in instruction, research and extension by meeting the highest level of clientele satisfaction and adhering to quality standards and applicable statutory and regulatory requirements		

#### Institutional Learning Outcomes:

Every BU graduate should:

1. Demonstrate critical thinking and integrative skills to solve problems and to support lifelong learning;
2. Communicate effectively and appropriately orally and in writing for various purposes with the responsible use of ICT tools;
3. Collaborate with diverse people ethically and with mastery of knowledge and skills in given disciplines; and
4. Create knowledge and innovation to promote inclusive development as well as globalization.

#### Program Learning Outcomes:

1. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, and political context
2. Demonstrate mastery of subject matter/discipline

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3. Develop innovative curricula, instructional plan and utilization of ICTs, teaching approaches and resources for diverse learners
4. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning process and outcomes
5. Display skills and abilities to be a reflective and research-oriented secondary teacher

#### Course Description:

This is the first experiential course, which will immerse a future teacher to actual classroom observation situation and learning environment where direct observation of teaching learning episodes that focuses on the application of educational theories made. Observations on learner's behavior, motivation, teacher's strategies of teaching, classroom management, assessment in learning among others shall be given emphasis. A portfolio shall be required in the course.

#### Course Learning Outcomes:

##### Content Learning Outcomes

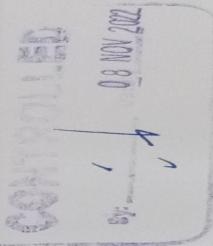
1. Can identify and describe different reading remediation that influence teaching methods and practices
2. Adapt remedial reading interventions and techniques in the advancement of learning and improvement of the quality of life
3. Comprehend, apply and generalized of the systematized designs of instruction
4. Develop familiarity with the reading remediation and express its relevance to teaching and learning process
5. Design, create and evaluate instructional materials that is needed for teaching
6. Manifest interest in learning visual symbols in reading as techniques in reading remediation
7. Acquire new knowledge and skills in reading advancement for education purpose
8. Recognize the most appropriate reading remediation and intervention among learners
9. Support the roles and functions of remedial reading in teaching and learning.

Legend: I - Introduced concepts/principles; P - Practice with supervision; D - Demonstrated across different settings with minimal supervision

#### Course Content

Specific Learning	Learning Content	Instructional Delivery	Instructional Resources	Performance Standard	Assessment Tasks/Output	Time Allotment
Orient with the students to the vision, mission of the university and goal of the department and the gender and development	Introduction to The VNG of the university and the objectives of the BUPC and gender and Development	Interactive Lecture/Discussion	Student's Handbook	Support the University and Campus' VMGO Can express freely the views of gender and development	Q and A	1 hour
Familiarize with the students to the school facilities, amenities and other school functions as they need to become a 21 <sup>st</sup> globally teacher	The School Environment	Lecture, discussion	Printable and Downloadable Course Modules	Can thoroughly express the meaning and its difference	Students with Strong & Poor Connectivity.	9 hours
			LMS/ Google classroom	Can express and present views on the paper	Reflection Paper	

Learner Diversity: Development, Characteristics Needs and Interview	Internet connectivity Videos in YouTube	different reading instructional models	Short Quiz	Activity/Tasks outputs  Students without Connectivity.  Reflection Paper  Answered module
Focus on Gender, Needs, Strengths, Interests, experiences Language, Race, Culture, Religion, Socioeconomic Status, Difficult Circumstances, and Indigenous peoples	Learner Diversity: The Community and Home Environment	Creating an Appropriate Learning Environment	Classroom Management and Classroom Routines	Lecture, discussion  Printable and Downloadable Course Modules  LMS/ Google classroom  Physical and Personal Aspects of Classroom Management



Close Encounter with the school Curriculum	Preparing for Teaching and Learning	The Instructional Cycle	Utilizing Teaching-Learning Resources	Orient with the students the process of assessment	Cite the personal qualities of an effective teacher	On Teachers Philosophy of Education
Students without Connectivity.	Reflection Paper	Answered module	Role playing. Discussion and lecture	Assessment FOR learning and Assessment AS Learning (Formative Assessment)	Role playing, discussion, and lecture	Towards Teacher Quality: Developing a Global Teacher of the 21 <sup>st</sup> Century
						CONFIRMED 08 May 2022
						3 hour
						Can satisfactorily create Reflection
						Mid-term Examination
						Familiarize the students with

the school actual situation through deployment.	enhance the skills on the teaching and learning process through following the IATF protocols and guidelines	students appreciate their own culture as well as universal languages. Here, cultural knowledge and linguistics are the resources. The more you get to know, the better you get. While studying in an immersion school, a student gets to know about another new language as well as improving their communication skills (L1 and L2)	a learning environment that is conducive to learning, can organize and plan specific class activities based on the needs of the learners, can manage the conduct and behavior of the learners, and can deliberately the lessons to the learners.	Paper	Portfolio on the learning experiences on the field study
		Final Examination		3 hours	
		Total Number		54 hours	

#### RUBRICS (PROJECT / WRITTEN OUTPUTS)

RESPONSE	SCORE	CRITERIA
Excellent	9 to 10	The answer is complete with basis All information provided is accurate The answer demonstrates deep understand Writing is well organized, cohesive and easy to comprehend
Very Satisfactory	6 to 8	The answer is supported with a basis Some information provided is not accurate The answer demonstrates understanding of the content Writing is well-organize, cohesive, and easy to comprehend

Satisfactory	3 to 5	The answer does not address portion of the question, major details are missing The answer demonstrates basic understanding Writing is unorganized, not cohesive and difficult to comprehend
Fair	1 to 2	The answer does not address portion of the question The answer did not coincide with the topic discussed Writing is unorganized and difficult to comprehend

**Course Requirement:**

Type of Requirement	Specific Requirements	Modality of Submission	Due Date
Tests and examinations	Quiz	Right after the test	
	Mid-term examination	Via Courier/virtual verification follow up	Mid-term examination schedule
	Final examination	Via Courier/virtual verification follow up	Final examination schedule
Written Works	Learning activities and individual output	e-mail/google classroom, or messenger	
Reports/Presentation	Individual Report via zoom/messenger	Messenger/ google meet	
Output/Home works	Compilation of Presentation module format/discussion paper	email, messenger google classroom	one week before the final examination
Class Participation	On-line discussion/instructional materials	e-mail/ via courier/F2F	One week before the final examination

**Lifelong Learning Opportunities:**

The required individual literary portfolio will provide an avenue for the student/future Secondary English Teacher to discover and enhance their literary potentials, and develop their sense of understanding on societal development based on written genre.

**Course Assessment:**

BU Grading System (To include performance standards)

Midterm/Final Examinations(oral and written exam)	- 40%
Class Standing/ Participation	- 30%
Projects and other Written Outputs	- 30%
<b>TOTAL</b>	100%

**System of Computing Grade: Midterm Grade 50%; Tentative Grade 50%;**

**Final Grade = (Midterm Grade) 1/2 (Tentative Grade) 1/2**

## References:

- Lucas, M.R., Borobo, M.L., Bilbao, PP & Corpuz, BB, *Field Study 1, Lorimar Publishing Inc, Cubao Quezon City*, 2020
- Bastable, SB, *Gender, Socioeconomic, and Cultural Attributes of the Learner*, Retrieved files, [https://samples.liblearning.com/076375137546436\\_0708\\_000\\_000.pdf](https://samples.liblearning.com/076375137546436_0708_000_000.pdf)

## Web-site References:

- Barry J. F *Environments for Education, International Encyclopedia of the Social & Behavioral Sciences (Second Edition) 2015* Retrieved Files <https://www.sciencedirect.com/topics/social-sciences/school-environment-Classroom-Management-Approaches-to-Support-School>
- Goodrich, K, *Classroom techniques: Formative assessment idea*, Retrieved files, <https://www.nwea.org/blog/2012/classroom-techniques-formative-assessment-idea>

- Kislik, B, *Effective Classroom Management and Managing Student's Conduct*, Retrieved Files, [www.adprima.com/managing.htm](http://www.adprima.com/managing.htm)

- Isabella Damiani, Andrew Thoron, and J. C. Bunch, *Utilizing Demonstrations in Teaching*, Retrieved files, <https://edis.ifas.ufl.edu/pdf%5CW%5CN/C30600.pdf>

## Course Policies:

On the course policies, please refer to the 2019 Revised Version of Bicol University Student Handbook as to Ethical Policies in page 51 under the Duties and Responsibilities of Students; Academic Integrity Policy in page 16 under the Policy Statement on Academic Integrity, Policies on Absences and Tardiness in page 15 under Attendance and Absences; Language of Instruction is in English; Special Make-Up Quiz/Examinations/Work in pages 7 and 18 under Examinations; and Dress and Grooming Codes in page 43, paragraph 6, 7 and 8 under Minor Offenses.

## Ethical Policies:

Students are expected to act with decorum in communicating with the teacher and classmates either one-on-one or in the discussion boards. Proper etiquette is expected. For more information, see <https://www.rasmussen.edu/student-experience/college-life/etiquette-guidelines-every-online-student-needs-to-know/>

## Academic Integrity Policy:

Plagiarism shall not be tolerated. Students caught/found submitted papers copied from others and presenting them as their own shall be given a failing grade. For more information, see <https://plagiarism.org/article/what-is-plagiarism>.

## Policies on Absences and Tardiness:

As we are currently using the distant mode of education, here are no physical classes unless the university administration finds it safe already to have classroom lectures. For the meantime, we shall study asynchronously so attendance will not be taken. However, there shall be point deductions for tardy submission of requirements.

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**References:**

- Lucas, MR, Borabo, ML, Bilbao, PP & Corpuz, BB, *Field Study 1, Lomar Publishing Inc*, Cubao Quezon City, 2020
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- Barry J. F *Environments for Education,, International Encyclopedia of the Social & Behavioral Sciences (Second Edition)*, 2015 Retrieved Files: <https://www.sciencedirect.com/topics/social-sciences/school-environment>, Classroom Management Approaches to Support School <https://www.cdc.gov/healthyouth/classroom-management/pdf/DAS>
- Goodrich, K, *Classroom techniques: Formative assessment idea*, Retrieved files: <https://www.nwea.org/blog/2012/classroom-techniques-formative-assessment-idea>

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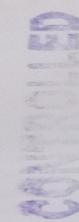
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**Language of Instruction:**

Given the nature of our course, the language of instruction is English. Filipino may be used with the permission of the teacher from time-to time. Mother tongue is discouraged because students came from various provinces with different distinct dialect.

**Use of the Learning Management System:**

The class shall use the learning management system prescribed by the University.

**Use of Mobile Phones and Gadgets:**

Since we are using the distance mode of learning, Students are expected to have the necessary gadgets to access course materials.

**Special/Make-Up Quiz/Examinations/Work:**

Make-Up Summative Tests will be given to students upon approval of their request for such from the Department Head. No Make-Up Classes for Formative Tests.

**Dress and Grooming Codes:**

All students are expected to wear uniform during face-to-face meetings. Should there be a synchronous activity through online platforms (e.g., Google Meet, Zoom, etc.) a proper attire is expected among participants.

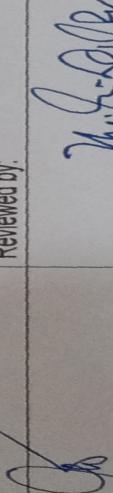
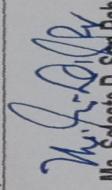
**Statement on Student Wellness:**

Observe health protocols stated in IATF guidelines during face-to-face consultation

**Advising and Support: Consultation schedule for this course are as follow:**

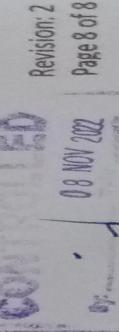
Online: Saturday: 1:00 to 3:00

*Warning: Indicate that you reserve the right to make adjustments or changes throughout the semester. Remind students that they are responsible to learn about these changes if they miss any class time.*

Prepared by:	Reviewed by:	Approved by:
Evelyn R. Alba, Ed.D. Assistant Professor II Date: 8/10/2022		 Ma. Serafete D. San Pablo, MAED Department Chair, TEdD
		Mary Joy B. Detanguil, Ed.D Dean Date: 8/10/2022

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